



Winchester Rural School - Inquiry Model
Reviewed 2010

Winchester Rural School – “Growing Active Learners” Inquiry Model

TEACHER PLANNING TOOL



Big Idea:

- School wide theme for the term.
- What AO's match this?
- Design 'Key Concept' – what we hope the children will understand by the end of the unit?
- Keep it broad.

Overview: *Work in syndicates*

- What will this learning mean?
- Purpose
- Direction
- How will this effect us today and everyday?

Immerse:

- Carry out activities with class.

Question

- What is my topic?
- What do I want to find out?
- What key words will I use?

Plan

- Who will be my audience?
- How long do I have?
- How will I present it?

Gather

- Where will I find the information I need?
- How will I get the information?
- Is my resource useful?

Notes for teachers:

- *Brainstorm of intentions and core ideas of where the unit can be taken and developed.*
- *Include information of where the inquiry might end(Intentions).*
- *Think about how the achievement objectives and contexts can be best achieved with your class.*
- *More comprehension unit planning to provide direction for unit including how you think the study might end.*
- *Establish Specific Learning Intentions.*
- *Identify thinking skills to be developed.*
- *Identify ICT skills to be developed.*
- *Link to Key Competencies.*
- *Locate and record all relevant resources.*
- *Record on school wide planning template.*
- *Immersion Activities are planned by the teacher and are very clear in their objectives.*
- *Plan immersion activities that will generate interest and engage the learners.*
- *Immersion time should take 6-7 weeks in the Junior syndicate and 4-5 weeks in the senior syndicate.*
- *Children work through learning experiences just as they would in normal topic work.*
- *Talk about the Learning Intentions with the children and convert them to kid speak for display.*
- *Should include:*
 - *Hands on and multi sensory activities*
 - *Visits to and from experts*
 - *Books and CD Roms*
 - *Experiments*
 - *Thinking skills(See Appendix 3.2)*
- *Record any 'wonderings' and questions as the immersion develops.*
- *Ask the children – what area of the inquiry are you interested in?*
- *Children use wonderings from the immersion stage to record on a mind map or the like, what they already know and what they want to find out.*
- *Who else in the class is interested in this area?*
- *Complete action plan – this will need to be modeled for the first few times.*
- *Facilitate Question asking.*
- *Teacher initially sources information until the children become more confident.*
- *Provide a 'literacy enriched' classroom.*
- *Support the organization of any visits – clearly explaining the etiquette of emails, phone class, and visits. Expectations of behaviour need to be explicit.*

Sort

- How do I extract what I need to know?
- How can I keep track of relevant information?
- How will I know when I have enough information?
- How will I give credit to my sources?

Create and Share

- What do I want to say?
- How am I going to say it?

Act

- Have I answered my question? What went well?
- Where can I improve? What have I learned about the topic? What have I learned about the process?
- What further action can I take now? Where do I go from here?
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- *Teacher checks in regularly to make sure the group is on track.(See accompanying sheet as a way to monitor the progress of each group).*
- *Timetable regular conferences.*
- *Teacher may need to design a graphic organizer to ensure children are supported to gather and organize material (See Appendix 3.1)*
- *Help the children stop and decide on their final step.*
- *Work with the children on rubrics for the presentation model that they wish to use so they know about what constitutes quality.(See appendix 4)*
- *Model the use of bibliography*
- *Give the children a time frame to work from.*
- *Begin to plan celebration – make it big and invite people significant to outcomes.*
- *Ensure that the final product is high quality.*
- *Give children the opportunity to use a variety of ICT presentation modes*

- *Work with the children to evaluate and plan next step learning – using self and peer evaluation templates. (See Appendix 5))*
 - *How did they work as a group? Use of time? Use of resources?*
 - *Quality of presentation, communication.*
- *Goals for future inquiries*
- *Work with children to plan and take further action*

2.

Winchester Rural School – “Growing Active Learners” Inquiry Model

QUESTION

What is my topic? What do I want to find out? What key words will I use?



	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Question	Class begins to understand what a question is and that it requires an answer (the teacher uses 5W's + H)	With teacher guidance class formulates key factual questions on a given topic.	Students formulate questions in a group with teacher support using 5W's + H.	Groups confidently formulate a question.	Teacher models open ended questions to the class – students begin to formulate open ended key research questions.	Students show independence when formulating open and closed research questions.
Key Words	Class and teacher identify key words.	Class and teacher identify key words.	Groups work together identifying key words with teacher support.	Groups work independently identifying key words.	Individuals begin to identify key words with teacher support.	Students work independently identifying key words.

Specific Learning Intentions

	<i>Stage 1 and 2</i>	<i>Stage 3 and 4</i>	<i>Stage 5 and 6</i>
	<ul style="list-style-type: none"> Asks simple questions –5W's + H Identifies key search words as a class. 	<ul style="list-style-type: none"> As part of a small group formulates questions. Identifies key search words in a small group. 	<ul style="list-style-type: none"> Asks a variety of appropriate questions. Identifies key search words independently and be able to broaden and narrow terms to gain specific information.

3.

Winchester Rural School – “Growing Active Learners” Inquiry Model

PLAN



Who will be my audience? How long do I have? How will I present it?

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Planning	Teacher models a research process, presentation format and timeframe to class.	Class and teacher plan their research process, presentation format and timeframe together.	Groups with teacher support, plan their research process, presentation format, sources, resources and timeframe together.	Groups begin to plan, plan their research process, presentation format, sources, resources and timeframe together.	Students begin to plan their research process, presentation format, sources, resources and timeframe together, with teacher support.	Students plan their own research process from resources.

Specific Learning Intentions

	Stage 1 and 2	Stage 3 and 4	Stage 5 and 6
	<ul style="list-style-type: none"> Works to a simple time line. 	<ul style="list-style-type: none"> Plans a research timeline in a small group. 	<ul style="list-style-type: none"> Independently plan a research timeline.

4.

Winchester Rural School – “Growing Active Learners” Inquiry Model

Gather

Where will I find the information I need? How will I get the information?
Is my resource useful?



	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Sourcing Visual and Text Resources	Students are shown how to choose books from the library. See Appendix 2 (Library Skills)	Students are supported to choose books from the library. See Appendix 2 (Library Skills)	Students independently choose books from the library. See Appendix 2 (Library Skills)	In small groups students can use simple search tools to find books in the school library that relate to key words. See Appendix 2 (Library Skills)	Students use a variety of search tools in the school library to find relevant information. See Appendix 2 (Library Skills)	Students are confident in using search tools in the library and are guided by the teacher to learn advanced search skills. See Appendix 2 (Library Skills)
Sourcing Electronic Resources	Students are guided to use the mouse to find information on the screen.	Students use the mouse to navigate between two screens to find information.	Students are supported to use a CD-Rom to find information on screen.	Students type in a URL to find and navigate through a selected website for information.	Students use website links to locate further information.	Students use internet search engines to locate relevant websites.
Using People	With teacher guidance, students identify known adults, to answer questions, either face to face or over the phone.	In groups, students identify known adults that are appropriate people to answer their questions.	With teacher guidance, groups identify an ‘expert’ within the school, home or local community to answer their questions – by interview, letter or phone conversation.	In groups, students identify an ‘expert’ within the school, home or local community to answer their questions – by fax or email.	With guidance, students identify ‘an expert’ whether preciously known or not, in the local or wider community, to their questions – by fax, phone or email.	Students identify ‘an expert’ whether preciously known or not, in the local or wider community, to their questions – by fax, phone or email.

Specific Learning Intentions

	Stage 1 and 2	Stage 3 and 4	Stage 5 and 6
	<ul style="list-style-type: none"> As a class identify possible sources of information. Use OPAC as a class to find a resource on a topic 	<ul style="list-style-type: none"> Access material appropriate to their reading level. In groups, locate resources using OPAC, telephone, fax and internet with teacher support. 	<ul style="list-style-type: none"> Independently use a variety of reference books. Independently demonstrate an ability to use the internet search engines and email. Independently conduct a interview. Make and receive phone calls to gather information.

See Appendix 2 for list of Library Skills

5.

Winchester Rural School – “Growing Active Learners” Inquiry Model

SORT



How do I extract what I need to know? How can I keep track of relevant information? How will I know v
I have enough information? How will I give credit to my sources?

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Select, skim and scan.	Sort information according to characteristics.	Answer a key question by using resources as a class.	In groups, scan to identify main ideas.	In groups, scan to identify main ideas and key words.	Skim and scan a variety of sources with increasing independence.	Select information, through skimming and scanning, and check for credibility and currency with teacher.
Note taking and note making.	Teacher records information.	As a class make suggestions and record information.	Teacher facilitates group note taking.	Students sort notes by organising group notes from one or more sources.	Students note take from three or more sources, organising their notes, using indexing, bullet points etc.	Children independently note take from three or more sources, organising their notes, using indexing, bullet points etc and do an summary in their own words,
Summarising	Class participates in discussions that answer key questions (with teacher direction)	Class participates in teacher directed discussions which summarise and draw conclusions from key questions.	Class and groups participate in discussions to propose a solution to the problem.	Groups are supported to gather, summarise and draw conclusions from key questions.	Students gather, summarise and draw conclusions from key questions.	Students gather, summarise and evaluating their information gathered to draw conclusions from key questions.
Graphic Organising	Class experiences organising information in sequence, including pictures, through teacher modelling.	With teacher guidance, the class-organised information gathered using charts or diagrams.	In groups, students use simple modelled graphic organisers, venn diagrams, flow charts) with teacher support.	In pairs, students use simple modelled graphic organisers, venn diagrams, flow charts) with teacher support.	In pairs students use a wider variety of graphic organisers, eg timelines and mind maps.	Students with guidance, analyse and classify gathered information using a range of graphic organisers.

Specific Learning Intentions

	Stage 1 and 2	Stage 3 and 4	Stage 5 and 6
	<ul style="list-style-type: none"> As a class scan important information by listening to teacher and reporting back main ideas. As a class offer suggestions to the teacher to record in a simple note taking format. As a class, sequence main events. Organise ideas as a class using pictures. 	<ul style="list-style-type: none"> As a group scan and skim to find main ideas and key words. Work co-operatively in a group to take notes. In groups identify and record relevant information. In groups, use venn diagrams and flow charts to organise and interpret information. 	<ul style="list-style-type: none"> Individually scan and skim to find main ideas and key words. Take notes from written, visual and oral sources independently. Use mind maps and diagrams to individually summarise key points In groups, use a variety of graphic organisers to organise and interpret information.

6.

Winchester Rural School – “Growing Active Learners” Inquiry Model

CREATE AND SHARE

What do I want to say? How am I going to say it?



	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Layout	Teacher models simple layout on charts.	Teacher and students record the notes co-operatively. Students begin to record their own ideas in symbols words and illustrations.	Teacher models and facilitates punctuation, and layout for groups who are recording their information, through conferencing.	Groups record information using simple maps, sketches, captions, flow charts, and illustrations in simple layout styles.	Students begin to use modelled techniques independently.	Students begin to select and combine a variety of techniques.
Presentation	Class and teacher present information from a class topic in simple oral, written and visual sequences.	Class with teacher assistance, present information from a class topic in simple oral, written and visual sequences.	Students, as a group, gather information from a class/group topic and present in simple oral, written and visual sequences.	Students, gather information from a group topic and present in simple oral, written and visual sequences.	Students gather information from group or their own topics and present in simple oral, written and visual sequences.	Students gather information from their own topics and present in simple oral, written and visual sequences.

Specific Learning Intentions

	Stage 1 and 2	Stage 3 and 4	Stage 5 and 6
	<ul style="list-style-type: none"> Present information in a variety of ways. As a class check that questions have been answered. As a class record where information is gathered from. 	<ul style="list-style-type: none"> Present information in a variety of ways. Structure presentation, including introduction, middle and ending. Check that original questions have been answered clearly. Write a bibliography with some assistance. 	<ul style="list-style-type: none"> Present information in a variety of ways. Write a bibliography independently. Confidently present information to an audience. Use appropriate ICT tools for written and oral work.

See Appendix 1 for appropriate presentation techniques per level.

7.

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ACT

Have I answered my question? What went well?

Where can I improve? What have I learned about the topic? What have I learned about the process?

What further action can I take now? Where do I go from here?

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Evaluation	Teacher leads simple oral evaluations of the product and process.	As a class, students make simple oral evaluations of the product and process, giving reasons.	Teacher helps students to evaluate their product and process against agreed criteria and record this on a simple evaluation sheet giving reasons.	Students independently (or with teacher assistance as appropriate) evaluate their product and process against agreed criteria and record this on a simple evaluation sheet giving reasons.	Teacher assists students to generate criteria and offer justification for their evaluations on product and process.	Student generates criteria and offers justification for evaluations independently (or with teacher assistance where appropriate).
Take Action	Teacher leads a simple oral discussion to plan an action → take action together		Teachers assist students in groups or as a class to identify a need to be addressed, using their new found knowledge → plan and take action.		Students, in groups or as a class, independently identify a need to be addressed, using their new found knowledge → plan and take action.	

Specific Learning Intentions

	Stage 1 and 2	Stage 3 and 4	Stage 5 and 6
	<ul style="list-style-type: none"> Participate in oral evaluations led by the teacher. Complete simple self and peer picture evaluation forms. As a class, decide on something purposeful to do within the school environment, based on what you have learnt. 	<ul style="list-style-type: none"> Complete peer/group evaluations. Identify ways of improving future research. Accept feedback from others. In small groups, decide on something purposeful to do within the school environment, based on what you have learnt. 	<ul style="list-style-type: none"> Complete peer/self evaluations. Identify strengths and weaknesses of research process and findings. Accept feedback from others. In pairs or small groups decide on a project within the wider community to use your new found skills to make a difference.

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Appendix 1



PRESENTATION MODEL CONTINUUM

Year 1 and Year 2

Oral

- Tell the audience what they have found out.

Written

- Wall Stories
- Pictures/photos and captions
- Booklets

Visual

- Collage, murals,
- Pictures, photos
- Role play, puppet presentation, models

Multi-Media

- Word, Power Point, Kid Pix, Comic Life, Photo Story, Inspiration

Year 3 and Year 4

Oral

- Prepare and presentation an oral report supported by visual and or electronic aids

Written

- Wall Stories
- Pictures/photos and captions
- Booklets
- Charts

Visual

- Graphic skills (headings, borders, colour, layout, lettering, captions, labeling,, illustrations
- Collage, murals
- Pictures, photographs
- Role play, puppet presentation
- 2D and 3D models and displays

Multi-Media

- Overhead transparencies, Data projectors
- Tape recorders, video recorders
- Word, Power Point, Kid Pix, Comic Life, Photo Story, Inspiration

Year 5 and Year 6

Oral

- Prepare and presentation an oral report supported by visual and or electronic aids

Written

- Wall Stories
- Pictures/photos and captions

- Booklets
- Charts
- Reports
- Articles

Visual

- Graphic skills (headings, borders, colour, layout, lettering, captions, labeling, illustrations)
- Maps, Graphs, Charts
- Collage, murals
- Pictures, photographs
- Role play, puppet presentation
- 2D and 3D models and displays
- Animation

Multi-Media

- Overhead transparencies, Data projectors
- Tape recorders, video recorders
- Word, Power Point, Kid Pix, Comic Life, Photo Story, Inspiration, Excel

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Appendix 2



LIBRARY SKILLS CONTINUUM

Year 1 and Year 2

Book Use

- Can list the ways for caring for books.
- Recognises the parts of a book – title, author, illustrator, title page.

Library Based Skills

- Recognises possible sources of information in our library – reference books, encyclopedias non fiction books, newspapers, magazines.
- Understands what reference books are, and that they are only used in the library
- Knows the layout of the library (e.g. fiction/non fiction).
- Follows library procedures for issuing and returning books.

Year 3 and Year 4

Book Use

- Understands the purposes of these reference books – encyclopedia, thesaurus, dictionary
- Recognises the parts of a book – publication date, blurb, ISBN, dedications etc.
- Uses a table of contents, index, glossary.

Library Based Skills

- Recognises possible sources of information in our library and the tools needed to access this information – newspapers, magazines, CD ROM, people sources.
- Follows library procedures for using OPAC – for author, title, subject, and keyword searches.
- Can use alphabetical order.
- Understands and uses spine labels to access books.
- Understands and uses basic Dewey System.

Use of Electronic Tools

- Uses CD Roms for accessing information.
- Can send and receive email.
- Understands and uses menus.
- Uses icons and scroll bar independently.

Year 5 and Year 6

Book Use

- Uses a bibliography.
- Cross references using a variety of text types.
- Understands the purposes of these reference books – almanac, atlas, yellow pages

Library Based Skills

- Recognises possible sources of information in our library and the tools needed to access this information – CD ROM, people sources, internet, outside agencies.
- Understands and uses spine labels to re shelf books.
- Uses the school journal search catalogue.

Use of Electronic Tools

- Identifies subject headings and key words in text.
- Uses basic internet search engines.
- Uses basic Boolean combinations – joining search words with AND, OR, NOT.
- Can broaden and narrow a search.
- Understands and uses hypertext conventions.